



Module specification

1. Factual information			
Module title	NC5205: Promoting Health in Practice		
Module tutor	Alex Morfaki	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Face-to-face teaching: 10 hours Guest speakers: 5 hours Group tutorial: 1 hours Independent work: 84 hours		

2. Rationale for the module and its links with other modules
The subject specific skill of supporting children's learning and development with consideration of health and holistic wellbeing is the primary rationale for this module which builds on learning from NC4205: Principles of Equality, Diversity, and Inclusion, to consider the role of the nanny in supporting children to flourish. This module will also act as a foundation for NC6203: Children's Worlds Today as it explores how individual needs and the wider context influence lived experiences and how nannies can help children develop healthy lifestyles.

3. Aims of the module
This module aims to equip students with a critical insight into the health needs of children, as well as an understanding of authentic inclusion of children with long term health conditions and the role of the nanny in promoting holistic wellbeing. The social and medical models of health will be explored with opportunities to apply these in a variety of contexts. Factors affecting physical health are considered within the context of wider health issues and multi-agency working. The assessment calls for students to write an essay that analyses the concepts of health and well-being with relation to a common chronic health condition, examines its impact on learning and holistic development and evaluates the role of the adult in supporting health and advocating for children and family rights.

4. Pre-requisite modules or specified entry requirements
None.

5. Is the module compensatable?
Yes – at module level.



6. Learning, teaching and assessment strategy for the module
Lectures Individual and group research tasks Video analysis Seminars Theory into practice debates

7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Critically analyse the concept of health and what it can mean for holistic wellbeing in childhood.
2. Identify common long term health conditions and examine their impact on learning and development.
3. Evaluate the role of the adult in promoting children's healthy lifestyles.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2	B1	C1	D2

8. Indicative content *This should provide an overview of content over the number of weeks of Module Delivery*

- Models of health
- Long term health conditions
- Promoting health and holistic wellbeing
- Health policies, global and national, including the 2-year-old health check and multi-agency working

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf>.

9. Assessment

This assignment will provide an opportunity for academic writing that focusses on a child's specific needs and requirements. Students will establish the model of health that should be applied in the context, the impact a condition will have on learning and development and their role in promoting a healthy lifestyle reflecting the individual needs of the child. This allows for applying theory in practice alongside the development of academic writing skills in the essay format.

9. Assessment				
Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail/%)	Module Learning Outcome(s) that the assessment task maps to
<p><i>Essay:</i> Identify how a chronic health condition might impact a child's learning, well-being and holistic development and valuate the role of the adult in promoting children's health</p> <ul style="list-style-type: none"> - 1500 words - Reference list 	100%	T3	%	All

10. Teaching staff associated with the module
Name and contact details
Alex Morfaki alex.morfaki@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Rose, J., Gilbert, L. and Richards, V.	2016	<i>Health and Well-being in Early Childhood</i>	London	Sage
Mainstone-Cotton, S.	2017	<i>Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide for Professionals and Parents</i>	Philadelphia	Jessica Kingsley Publishers
Musgrave, J.	2018	<i>Supporting Children's Health and Wellbeing</i>	London	Sage

12. Other indicative text (e.g., websites)
Bligh, C. (2013). <i>Well-being in the Early Years</i> . Northwich: Critical Publishing



Brady, G., Lowe, P. and Lauritzen, S.O. (2015). *Children, Health and Wellbeing: Policy Debates and Lived Experience*. Chichester: John Wiley and Sons.

Reynolds, A. J., Rolnick, A. J., & Temple, J. A. (2014). *Health and Education in Early Childhood: Predictors, Interventions, and Policies*. Cambridge University Press.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 9	Assessment rationale & format updated	24/07/2025



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